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HOW TO TEACH BEGINNING READING. I^r

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Highly developed technique.—Methods and devices for teaching beginning reading have been perfected to a very high degree in some of the model schools of the country. By means of reports of actual lessons observed, we hope through this series of articles to familiarize more teachers and supervisors with these methods. In order to show the validity of the practices described, we shall present also the scientific principles and evidence which justify the methods used.

Sections of the discussion.—The discussion will be organized under the following headings: I. General picture of first-grade activities. II. Pre-primer blackboard and chart reading. III. Beginning book reading. IV. Independent recognition of new words: phonic analysis. V. A second-grade lesson illustrating achievements and technique. VI. Scientific investigations of reading.

In sections II to IV inclusive we shall present detailed accounts of first-grade lessons taught by Miss Marjorie Hardy, and in section V a second-grade lesson by Miss Laura Lucas, both of the University of Chicago Elementary School.

I. GENERAL PICTURE OF FIRST-GRADE ACTIVITIES

Beginning reading no longer the “scourge of infancy” but the road to fairyland.—By describing these lessons in detail we shall give the reader some feeling of the atmosphere of a modern schoolroom in which the fine art of teaching has been perfected through careful study and practice. In such a situation, learning to read is no longer the “scourge of infancy,” as Rousseau called it in 1762, and as it was in many places even a generation ago. Instead, our modern teaching early opens to children the road to the fairyland

¹ This is the first of a series of articles on this topic.

² Sample lessons taught by Marjorie Hardy and Laura Lucas.

of fable, myth, adventure, and romance as found in the world of children's books. Every step that they take along this road under the teacher's guidance is playful and delightful. At the same time each step is a part of a most systematic and progressive scheme of learning, all parts of which have been definitely planned in advance. Yet so thoroughly are the various teaching processes adapted to the children's instinctive interests and activities that *delight in learning and systematic progress* go hand in hand.

Much incidental reading connected with studies of home and farm.—Since much of the reading in Miss Hardy's room was intimately connected with other activities of the children, it is desirable to get an idea of the general course of study in the first grade in order to understand the principles of teaching upon which the reading was based. The work of the first two or three months in this first grade was very much like that of an advanced kindergarten group, plus specific training in reading and number. Like a progressive kindergarten, the first grade introduced children to a study of home and community life through play, this being the first step in a progressive study of social life, which, as it continues through the grades, develops into the history, geography, and civics of the later years. The first social unit studied was the home. The children talked about the rooms which they had in their own homes and the purposes that each served, using such sentences as, "We cook in the kitchen. We eat in the diningroom. We sleep in the bedroom," etc. Playrooms were constructed out of blocks or paper or cardboard. Each child chose a room, planned the necessary furniture, constructed it, described his plans and his work, etc. The little sentences quoted were used incidentally for reading material.

The study of the home was followed by a study of farm life. The farmyard, its buildings, occupants, etc., were constructed in a sand pan after making a large plan with labels for the house, barn, road, etc. The story of the farmer bringing his crops to town or to the railroad for shipment was developed. Some of the products were followed into the grocery store which was studied for a few days and linked up with the activities of the home. Thus the children were given a playful but thoughtful initiation

into the study of social activities and the interdependence of various social units—families, farms, stores, etc.—in the community. In connection with these studies there was much incidental reading, counting, and measuring.

Specific reading lessons began with favorite nursery games and rhymes.—In addition to these meaningful social studies, another type of kindergarten activity was extensively used in this first grade, namely, children's games centering around nursery rhymes and songs, such as "Jack jump over the candlestick," "Jack and Jill," and "The old cat is asleep."

These rhythmic but often nonsensical games and songs constitute one of the most characteristic and pleasurable features of child life. In the kindergarten such nursery rhymes are used in the form of games to train in physical activity, rhythmic control, singing, oral expression, co-operation, etc. The same educational ends were served by these activities in the first grade. In addition, however, they furnished the subject-matter for many of the reading lessons of the first few weeks.

Fifteen minutes of specific reading plus much incidental reading.—With this general picture of work and play during the first few months in the first grade, we may proceed to a description of the teaching of reading which I observed during the period set apart for it in the daily program. This period occupied about fifteen to twenty minutes in the morning. In addition to this specific period there was, as has been stated, much incidental reading throughout the day which I did not see. In conversation, Miss Hardy emphasized the fact that every activity during the day was made the basis of some reading. This might be a "line for the day" on the bulletin board in the morning, e.g., "We plant our bulbs today," a word here, a phrase or sentence there, etc.

Even specific reading period contained variety of activities.—On the other hand, the intensive reading period of fifteen minutes did not consist of a mere continuous reading of one kind, but was broken up into a variety of activities which will appear in the descriptions that follow. This variety is necessary in order to avoid the nervous strain, inattention, and consequent waste that result from prolonged concern with a single form of intellectual activity with children of this age.

Homelike atmosphere of room puts children at ease.—Most of the children in Miss Hardy's room had not attended a kindergarten; hence the first days' activities were especially arranged to make the little ones feel at home and comfortable and contented in the strange new environment. Blocks, balls, dolls, and other playthings were on hand, and a general homelike atmosphere was created. The effect of one item was noted in the remark of a child who told his mother, "We have *curtains* in our room at school just like we have at *home*."

II. PRE-PRIMER BLACKBOARD AND CHART READING

A. SAMPLE LESSONS

Action words and games provided first reading material.—The first reading experiences were given in connection with the following action words: run, hop, skip, jump. These were written on the board and taught by means of a game in which one child "blinded" his eyes in the corner; another child ran to the board and pointed at the word, e.g. "hop", whispered it to the teacher, hopped to his seat, and said, "Ready." Thereupon the child in the corner said, "I heard you hop" (provided he guessed right), and ran to the blackboard and pointed at the word "hop." These activities occurred frequently during the day and provided fun for the children as well as relaxation and physical exercise. When the children had to go to the board, or to any other part of the room, the teacher frequently wrote "hop" or "skip," etc. on the blackboard and the children used the corresponding method of locomotion.

FIRST DAY WITH "JACK BE NIMBLE"

Nursery rhyme from books which children had examined.—On the fourth day of school the teacher introduced during the reading period the nursery rhyme:

Jack be nimble,
Jack be quick,
Jack jump over
The candlestick.

The children had been examining various books of nursery rhymes found on the "library table" at one side of the room. Miss Hardy asked some children to show her their favorite rhymes and

then skilfully centered their attention on one suitable for an easy reading lesson, namely, "Jack jump over the candlestick."

Games played with candlestick and at blackboard.—A candlestick which had been provided for the occasion was brought out and the children played a game of jumping over it, meanwhile becoming more familiar with the rhyme. Miss Hardy then said she knew another way of playing the game in which all could play it at once. The children wondered how it could be done, and the teacher showed them how to represent a candlestick on the blackboard with the chalk and how to show Jack jumping back and forth by curved lines. The children exhibited considerable individuality in their drawings of the candlestick, some adding a little curved handle, others adding the flame with smoke trailing off. They practiced the rhythmic sweeps, back and forth, while reciting the rhyme in unison.

Pupils told teacher how to write rhyme on blackboard.—Finally, Miss Hardy said, "Wouldn't it be fun to have this rhyme written on the blackboard so we can all see it and read it instead of having just one copy in the book? . . . I will write it; but you must help me by telling me just what to say. . . . Who can tell me what to write first?" A boy said, "Jack be nimble." She wrote this line and then proceeded to write the other lines as the children dictated them. This process exemplified *the finest art in teaching the first reading lesson* with continuous material. Why? We shall see when we come to the systematic discussion of the principles of teaching first-grade reading which follows this story. Meanwhile, we may note that the end of the reading period had arrived and Miss Hardy told the children she would write "Save" on the blackboard so that the janitor would not erase their rhyme until they wanted him to.

Great detail of fine technique illustrated by fuller descriptions.—In order to illustrate how many devices and varied processes are included in the initial teaching of reading we shall describe in somewhat greater detail the reading lessons which followed the first presentation of the rhyme. Some of these devices illustrate not only the teaching of reading itself but also the intimate correlation with other activities and procedures in order to avoid fatigue and inattention.

SECOND DAY WITH "JACK BE NIMBLE"

Reading from large printed chart.—The next day, at the beginning of the reading period, the class counted in concert the number of children present in the group, and one child then counted out the appropriate number of little chairs and arranged them in a semicircle at the front of the room not far from the blackboard. The teacher then wrote "skip" on the board, and the children skipped gaily to their places. After they were settled and attentive the teacher recalled the rhyme of the day before, asking them how many lines were in it, and recalled that they had written "Save" on the board. But the rhyme was no longer there. She then said: "I have a surprise for you today. I have the rhyme with a picture printed on a chart [which she then hung before them] so the janitor could clean the blackboard. Let's see if we can all read the rhyme from the chart just as we did from the blackboard yesterday."

Group reading of whole rhyme.—The teacher then held a long strip of cardboard under each line as she and the children read it in unison.

Individual reading of whole rhyme.—Several children were then given a chance to read the rhyme individually while the teacher moved the cardboard strip down.

"*Show us the line that says.*"—The teacher then said, "Who can run up and show us the line that says, 'The candlestick'?—Margery." Margery held the strip of cardboard under the right line. "Who sees the line that says, 'Jack, be nimble'?—Richard."

Duplicate chart cut into lines and inserted in a rack.—Miss Hardy then brought out a duplicate chart of the rhyme. She said, "Here I have another copy of the chart without the picture. See if it looks the same four lines Jack be nimble just the same. Do you think it would be fun to cut off each line and have a child put it where it belongs in this rack?" indicating a rack which hung on the blackboard and was so constructed that cardboard strips could be easily inserted.¹ With appropriate remarks each line was cut off and given to a child

¹ "The Garboard Chart," was used here. It consists of a strong sheet of paper with ledges in which strips may be inserted.

who was assisted in placing it in the rack. With the last line she said, "Isn't 'candlestick' a long word? We can easily tell it because it is so long."

Game of finding corresponding lines in the two charts.—"Now," she said, "I am going to give you a new game. I am going to take a line out of the rack while you have your eyes shut. Then you look to see which line is missing and find the same line on the other chart. Be sure to study it out before you raise your hand. Now, blind your eyes."

Taking out the strip "Jack be quick," she said, "Ready." After giving most of the children time to raise their hands, John was called on, "What line is it?" "Jack be quick" said John. "That's right; now match it up on the full chart (i.e., hold it under the line that says the same thing) and then put it back where it belongs in the rack."

The game was then repeated with the third line, "Jack jump over." The child who was called on said it read, "Jack be quick." The teacher than assisted him to read the complete chart from the beginning until he came to and recognized the correct line. The game was continued until all lines had been used.

Game of giving children lines from rack and recalling and replacing them.—"Now we will play another game," said Miss Hardy. "I will give each line to a child, and when I call for that line, the child who has it must run up and match it on the whole chart and then place it where it belongs in the rack." After the strips were handed out, she said, "Who has the first line?" but the child who had it was not sure although her neighbor, looking over her shoulder volunteered, "I know who has." "Florence," said the teacher, "I think you have. Run up and match it. . . . That's it. What does it say? Put it in place," and so on until all the strips were returned, the children being more successful as they grasped the idea of the game.

Test showed children knew location but not form of a word.—The period was now almost over. A little test or demonstration of what the children knew and did not know came when Miss Hardy said, "I see the word 'Jack' some other place in this room. I wonder who can find it." The children looked around and located

a picture cut from a magazine showing a boy going to school with his father. Under the picture Miss Hardy had printed on a card in large letters:

This is Jack.
He is going to school.

One of the children who volunteered was asked to hold a short strip of cardboard under the word "Jack." Instead he held it under "This is." Why? Because in the rhyme, "Jack" was always at the beginning of the line, and this child had an idea of its location but not of its form. "Come to the rhyme and find 'Jack,'" said Miss Hardy. "That's right. Now look at it closely and then find the same word on the other card." This time the child succeeded easily, and the class was turned over to the gymnasium teacher for a period of outdoor play.

THIRD DAY WITH "JACK BE NIMBLE"
BEGINNING "JACK AND JILL"

Review reading of rhyme and lines.—The day after the children had "hopped" to their chairs, the rhyme was reviewed as follows:

First, individual children were given a chance to read the whole chart through, advancing to it and holding a long strip of cardboard under each line as read.

Miss Hardy then inserted the separate lines in the rack as she got responses to her questions, "What will the line say that I put in first?" "What will the next line say?"

Pupil became "teacher" in game of blinding eyes and guessing removed line.—Miss Hardy then said, "We are going to play again the game in which you blind your eyes and somebody takes out a strip and you find which one it is. Only, this time we will let a child be the teacher." She then called on a child who advanced to the rack and proceeded as follows: (1) Said, "Blind your eyes." (2) Took out a line. (3) Whispered to the teacher what the line said. (4) Said, "Ready." (5) The children held up their hands. (6) She called on Mary. (7) Mary named the right line, was given the strip, matched it with the corresponding line on the full chart, returned it to the rack, and in turn became the "teacher." Three children were given turns in this game.

Blackboard activity for all in rhythmic drawing to rhyme.—“Now,” said Miss Hardy, “we are all going to the blackboard and make Jack jumping over the candlestick. I have marked off spaces for children on the side board. Count the spaces. How many are there? How many children are there? How many more spaces do we need? All right, I will mark off four more on the front board.” The children then went to the board. They were asked each to show his right hand and left hand, as some were not sure which was which; to take the chalk in the right hand; to draw a candlestick in the *middle* of the space; then to start the chalk at the *left* side of the space and as they recited the rhyme to draw the curved lines to show Jack jumping back and forth.

“Jack and Jill” told by children and played at blackboard.—The children then returned to their seats, and the teacher said, “I am thinking of another verse that has Jack in it. Can you think of one? Mine begins ‘Jack and,’” whereupon several of the children were ready immediately with “Jill, went up the hill,” etc. “Who will show us at the blackboard the hill with Jack and Jill going up and tumbling down, something like we showed Jack jumping over the candlestick?” The first child to go to the board made a curve resembling two hill tops. After some further trials the class agreed on a curve like the first line of the letter *a*, and all went to their places at the board and practiced it rhythmically while saying in unison the complete rhyme about Jack and Jill.

Written on blackboard by teacher as children dictate.—Then the pupils returned to their chairs, and the teacher suggested that she write the rhyme on the board and prepare a chart of it for the next day. They first recited the rhyme in unison, and then Miss Hardy said she would write it as they told her what to write. “What shall I write first?” The children said “Jack and Jill went up the hill.” This was written as two short lines thus:

Jack and Jill
Went up the hill.

Why? We shall see later. The children eagerly anticipated each succeeding line and volunteered joyful remarks about “how long” some of the lines were.

Children read rhyme while running pointer under each line.—A few minutes remained for reading the whole rhyme through, one child, with Miss Hardy's assistance, running a pointer under each line as it was read. "Tomorrow," said the teacher, "we shall have this rhyme printed for you on a chart."

FOURTH DAY OF RHYME READING. CHART OF "JACK AND JILL"

Free conversation about the picture.—When the chart was displayed the next day the children volunteered various remarks about the picture which was at the top, such as, "Jack is tumbling down." "Jill hasn't tumbled yet." Miss Hardy added comments about the "heavy pail of water," the "steep hill," etc.

Chart read as in case of "Jack be nimble."—The chart was then read in a manner similar to the reading of the candlestick chart, as suggested briefly in the following memoranda.

1. *Whole in unison.*—"Let's all read it together," said Miss Hardy, and they proceeded as she held a long strip of cardboard under each line.

2. *Whole by one pupil; praise for good reading.*—"Florence, come and read. Hold the cardboard under each line. . . . That's fine. We can always hear Florence because she reads so clearly."

3. *Finding the line that says.*—*Mild rebuke for irresponsible child.*—"Who sees the line that says, 'Went up the hill?'" Mary raised her hand and was called on but was not ready. "You must always see the line before you hold up your hand." Several lines were practiced in this way, a child advancing, placing the cardboard under the desired line, and reading it.

4. *Inserting separate strips in rack. Children on watch for mistakes.*—"Now, all stand up. Here I have each line on a separate strip. . . . Let's see if I have enough. How many lines are on the chart? Count my strips. . . . Which one must I put in first? Now I am going to put in the others rapidly, and you must watch to see that I don't make any mistakes." Miss Hardy then purposely inserted "Broke his crown" before "Jack fell down." The brighter children soon discovered this and suggested the correct change. Seats were then resumed.

5. *Blinding eyes and finding removed line.*—They then played twice the game of having the class blind their eyes while one child

took out of the rack a line which the class then proceeded to discover on the chart.

New stage; learning individual words. Children matched word cards with words in rhyme.—The teaching then proceeded to an entirely new stage as Miss Hardy produced a pack of cards upon each of which was printed a word in large letters. The words were "Jack," "went," "hill," "water," "up," "down," "fell," "after," and "over," the last word being brought in from the candlestick rhyme. She said, "You see these cards. They are not lines. They are just words. Some are taken from the first line; some are from the second line. John, here is one for you. Your word is in the first line. See if you can find it. Florence, your word is in the second line." Each child was given a card until all were supplied. "Study your line carefully to find a word that looks just like yours. As soon as you find it, raise your hand. . . . All right. Hands down. We will begin with Arthur. When I call your name, run up to the chart, hold your card under the right word and tell us what it is. Now, Arthur."

Matched correctly but could not name. Reading as far as matched word.—Arthur matched the word "went" correctly in the first line but when Miss Hardy asked, "What does it say?" he could not tell. By reading the line from the beginning, however, he easily found what it said. The next child matched "hill" correctly but called it "Jill." Miss Hardy helped her to point at each word from the beginning of the rhyme as teacher and child read *rapidly and smoothly* as far as "hill." The next child was taught "up" in the same way. "All watch carefully," said Miss Hardy, "for you may have to find this same word later."

Flash drill with cards called "moving-picture show."—The period then concluded with a rapid "flashing" of the cards by the teacher, a game which they called their "moving-picture show." "Remember," said the teacher, "as I bring each card from the back of the pack, you watch it carefully, and just as soon as I place it on the front, you tell me what it is."

FIFTH DAY OF RHYME READING

Principally drill games with word cards and rhyme chart.—After the preliminaries of getting seated the next day, Miss Hardy

said, "I have so many games for you today that we must do them quickly. First we will read the whole rhyme. We will let Alice do it because she has such a good, clear voice."

After this reading, they played very briefly "finding the line which says."

Each child was given a word card to match and name. Appropriate hygienic remarks and praise.—Next, each child was given a word card and told to find the same word in a given line on the chart. After all had their hands up except two children, Miss Hardy said to these, "You watch and we will help you later. Hands down," and the game proceeded as on the day before. Incidental remarks were made about keeping the cards away from the mouth and face and holding them correctly. To the child who had "Jack," Miss Hardy said, "See how many 'Jacks' you can find," and when he had found four, "Good for you." When a boy found the word "water" quickly and said it, appropriate praise was bestowed. Then to the class she said, "Everyone look at this word and say it."

Special devices for some words.—To the cards for "up" and "down" special attention was called. "Children, look at these two words. The short one is 'up'; the longer one is 'down.' When you play see-saw you go up and down [making appropriate gestures with the corresponding word card]. I am going to mix these two words up. See if you can tell me quickly which one I show you," proceeding to flash "up" and "down" several times. Similarly, devices were employed with the words "after" and "over" which were giving special difficulty.

"Moving-picture-show" game again.—The children then stood up while the "moving-picture-show" game was run off by flashing the cards.

Teacher inserted individual words in rack as pupils named each.—The children being seated, Miss Hardy said, "Now, I am going to put these words in the rack. They will be all mixed up, and as soon as I place a word I want you to tell me what it is."

Naming each word as teacher points. Pupils on qui vive for speed.—This process finished, she said, "As I place an eraser under each word, say it. See if you can say it so fast I can hardly

keep ahead of you. . . . That's fine; but if you don't know them, don't say them.

Pupil pointed at all words and named all correctly.—"Now Harry may say all the words as he holds the eraser under each. Wasn't that fine? He said every word right. Let's clap for him."

Blinding the eyes and then finding the word pointed at.—The reading lesson then concluded with a new "blind-the-eyes" game. One child blinded his eyes in the corner. Another ran to the rack, held an eraser under one word, e.g., "over," returned to his seat, and said, "Ready." The child from the corner stepped to the rack and, placing the eraser under each word in turn, said, "Is it 'water'?" In unison the children answered, "No, it is not 'water,'" and so on until he said, "Is it 'over'?" whereupon they clapped their hands and cried, "Yes, it is over."

The "old-cat-is-asleep" game; activity, fun, moral training.—As a matter of relaxation and physical activity, the teacher then introduced the children to a game that seemed to the observer to be merely a child's game (i.e., not a game for teaching reading), namely, a game called "the old cat is asleep." This is a form of the musical chair game. The children played it twice with zest, and as some of them tended to run to the chairs before the last word of "cannot catch us" was said, Miss Hardy made an appropriate remark about "playing fair."

Nine separate words learned by sight.—Subtracting such relaxation activities, about fifteen minutes of actual reading activity had been observed. The children had acquired by this time greater familiarity with the printed lines and knew with fair accuracy the nine separate words which scarcely any of them had been able to name shortly before the end of the reading period of the previous day.

SIXTH DAY OF RHYME READING

"The old cat is asleep."—Unexpectedly to the observer, the next day's reading period began with the new game "the old cat is asleep" which had been played the day before. After playing the game again, Miss Hardy produced a chart with the picture of "the old cat" and the lines:

The old cat is asleep,
The old cat is asleep,
The old cat is fast asleep,
And cannot catch us.

Strips cut up before children's eyes to obtain phrases and words.—The reading lesson with this material followed the same plan as the preceding ones, namely, first reading it as a whole, then finding individual lines, then drill on single phrases and words. This time Miss Hardy cut up the separate strips or lines before the children's eyes to obtain the individual word cards.

Examples of special aid to slow pupils.—This process helped some of the children considerably, for while some had succeeded admirably in every activity, from reading the whole to matching and naming individual words, other children were making very slow progress. For example, one child could not understand the term "last word." Miss Hardy said to him, "Tell me the last word in this line," as she pointed to and read, "The old cat is fast asleep." The child said, "The old cat is fast asleep." "No, dear," said Miss Hardy, "I want just the last word. Now listen for it as I say the line," which she did while pointing at each word in turn. Again from the child, the same answer, "The old cat is fast asleep."

Another example of a slow child occurred in identifying the word "old." The child had been given the word card for "old" and was trying to match it on either chart, the whole one or the cut-up one in the rack. He had six chances, six "olds" before his eyes, and he could not find one. Miss Hardy took the phrase "The old cat" from the rack. She read it with the child. Then she cut off "The" and asked what was left. Then she cut off "cat" and asked what was left. The child said "old" and seemed to know it. He matched it correctly with the five "olds" which remained in the chart and rack. Miss Hardy then gave the work a "forward look," a device which she frequently used, by saying to the class, "When we come to read in our story books we want to be sure about this word "old" because we shall read about the *old* woman, the *old* man, and the *old* cat many times." After about two minutes of practice or "game" with the last line, "And cannot

catch us," Miss Hardy returned to the child who had been given special practice with "old." Holding up the "old" card she asked, "What does this say?" "Can," said the boy. Such are the difficulties encountered by and with slow learners—difficulties that call for the most watchful, sympathetic, patient, and persistent individual attention from the teacher.

SUBSEQUENT SPECIFIC READING LESSONS WITH OTHER TYPES OF MATERIAL

Goldilocks and the three bears.—While the rhyme reading described above was being carried on during the reading periods, the children had been concerned during the literature and construction periods with the experiences of Goldilocks and the three bears. The pupils had constructed in the sand pan a paper house for the three bears, and had surrounded it with twigs and leaves to represent a forest through which roamed, hand in hand, three plasticine bears.

Manila-paper book of reading selections made by each child to show parents.—Each child had also made a book from manila paper in which to paste the verses and stories which they had been reading, "so they could take them home to read to mama and papa." Each child's copy of a jingle or story was printed by Miss Hardy who set up rubber letters in a wooden type holder, thus making a rubber stamp from which the necessary copies could easily be made.

Pupils composed story of the three bears to paste in book.—When it came to putting the "three bears" story in the books, the class spent some time in boiling it down to a few short lines that would best tell just what they had done. They finally chose these:

We made a house.
It is in the woods.
We made three bears.

One is a big bear.
One is a middle-sized bear.
One is a little bear.

Reading practice with this material as with nursery rhymes.—The reading practice with this material followed the same general lines as described for the nursery rhymes.

Five weeks of gameful pre-primer blackborad and chart reading to initiate correct reading attitudes and habits.—Such gameful chart reading, gradually merging with reading of the same materials pasted in the books which they made, constituted the reading activity of the first five or six weeks. It is one example of the common practice in progressive schools and reading systems of giving considerable pre-primer reading before a regularly printed book is begun. So many fundamental principles of psychology and methods of teaching reading are involved that we shall now turn to the systematic exposition of them as illustrated by Miss Hardy's lessons. Then we shall describe concretely the second and third stages in developing skill in reading, namely, training in reading in a printed book, and training in the independent recognition of new words. The first stage, with which we are now concerned, is intended to initiate certain correct reading attitudes and habits which may persist throughout the pupils' later reading in and out of school. In the next instalment we shall present nine principles or rules which justify the detailed devices for teaching pre-primer blackboard and chart reading as described.

[*To be continued*]